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ABSTRACT

The Mecklenburg County Department of Social Services in Charlotte, North Carolina, operates nine child development day care centers and 5 day homes which provide care for 257 Black and Anglo children, 2- to 5-years-old, primarily from low-income homes. The centers are located in churches, schools, and facilities in low income housing projects. The system's basic emphasis is to teach "culturally isolated" children to function in an integrated world using a variety of ethnic materials. Emphasis is placed on language development, motor and coordination skills, creative expression, and social-emotional development. Unique to the centers' program is the style and scope of the nutrition program. Many children suffer from malnutrition, anemia, and psychological anxieties resulting from chronic hunger at home. Double amounts of food are served on Mondays when children are hungry from the weekend and on Fridays in anticipation of the weekend. Mealtime becomes a period for learning socialization. Another significant aspect of the program is the private home after-school care facilities that provide relaxed, yet stimulating, atmospheres for children after the regimented public school day. Although program data varies from center to center, general topics discussed in this report include parental involvement, transportation, health programs, staff training, center organization, and resource uses. (Author/AJ)

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DAY CARE PROGRAMS
REPRINT SERIES

"...WHILE [THEY TOOK] CARE OF OUR CHILDREN, THEIRS WEREN'T BEING CARED FOR."

Mecklenburg County Department
of Social Services Day Care Centers
Charlotte, North Carolina

Principal Author: Kristine Rosenthal

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Glenda Sizemore
John Edward Young

Case Study from Volume II-B

A STUDY IN CHILD CARE

sponsored by

The Office of Economic Opportunity

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National Center for Educational Communication

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AT A GLANCE

THE SYSTEM

9 day care centers and 5 day homes in Mecklenburg County, North Carolina

SPONSORED BY: Mecklenburg County Department of Social Services

ADMISSION CRITERIA: General priority is assigned in the following order: AFDC or WIN families; former recipients of public assistance; potential severe hardship cases; working mothers and one-parent families; children with homelife deprivation; Neighborhood Youth Corps mothers.

TOTAL CHILDREN: 257 enrolled/239 A.D.A. (16 % toddlers, 84% pre-school, 2 - 5 years, in centers; 35 enrolled/33 A.D.A after-school, in homes

TOTAL PAID STAFF: 55 (50 system and centers, 5 day home mothers), 1,790 hours/week

TOTAL IN-KIND STAFF: 11 full-time equivalent 570 hours/week

SYSTEM STARTED: August, 1968

CONTACT: Child Care Supervisor
Child Development Day Care Centers
427 West Fourth Street
Charlotte, North Carolina

704-374-2055

SYSTEM DISTRIBUTIONS

ETHNIC: Children (centers only): 76% Black, 24% Anglo
Staff: 50% Black, 50% Anglo

SEX: Children (centers only): 45% girls, 55% boys; Staff: 100% women

OVERALL ADULT/CHILD RATIO: 1 to 5

ADULT/CHILD CONTACT HOUR RATIO: 1 to 6

FAMILY STATUS: 15% complete, 81% mother only, 2% father only, 2% surrogate

PARENT EMPLOYMENT: 60% employed, 21% unemployed, 19% in school or training

SYSTEM COSTS

TO PARENTS: A sliding scale with $500 collected each month

TO THE SYSTEM: $2,036 per child/year, $0.83 per child/hour

ESTIMATED FUNDING, 1970-71:

Parent Fees	$ 6,000
County Welfare	47,600
State Welfare	47,600
HEW	285,600
In-Kind	99,800
	$486,600

NOTABLE SYSTEM ELEMENTS

NUTRITION PROGRAM

PRIVATE HOME AFTER-SCHOOL CARE

BOULEVARD HOMES DAY CARE CENTER*

HOURS: M - F, 7:00 a.m. - 6:00 p.m., 52 weeks

SPACE (sq. ft./child): Indoor = 60
Outdoor = 100

TOTAL CHILDREN: 35 toddlers and pre-schoolers (2 - 5 years)

TOTAL PAID STAFF: 7 full-time

STAFF POSITIONS: Director, 3 Lead Teachers, 2 Assistant Teachers, Food Service Person

*Presented as representative of the 9 centers

MECKLENBURG COUNTY DEPARTMENT OF SOCIAL SERVICES DAY CARE CENTERS, NOVEMBER 1970

The system's day care centers are small, ranging in enrollment from 20 to 45 children. They are located in churches, schools, and facilities provided in low income housing projects by the Housing Authority. The Department of Social Services, which operates the centers, repairs, staffs and equips these centers. These facilities are not always easy to come by. The Duncan Center, for example, is located in an all White church in a predominantly Black Model Cities area. The White church congregation approved the motion for a center by one vote. (Two opponents to the center who would have swung the vote had a car accident on the way to the meeting and took it as a sign that their position on the center issue was misguided.) As a result of the center operation the church congregation has shrunk, but the remaining members support the program by donating volunteer time and materials.

Both the First Methodist and the Resurrection Centers are in all White churches. The First Methodist Center is located in the downtown area. Children are brought in from many different neighborhoods, as day care needs cannot be accommodated locally. The center gets more than its share of children with difficult problems. The Resurrection Center is in an upper-income, all White neighborhood, and children are bussed in. It has a beautiful outdoor area, and although the community was somewhat doubtful at first about the effect of the center on their neighborhood, a young, enthusiastic pastor was able to elicit the sympathy of the congregation. The pastor has been actively involved in equipping and supervising the Resurrection Center.

The Grier Heights Day Care Center was opened in May 1969. It is located in a new wing of an all Black church in an all Black neighborhood. Its congregation is very large and active.

The Belvedere, Boulevard Homes and Dalton Centers are in public housing projects. Belvedere is the smallest and oldest of the system's centers, while the other two are new and were designed specifically for day care.

Sterling Center, in a small town outside Charlotte, was located in public school space while the community building which now houses it was being built. The center serves children two through 4 years of age.

The Davidson Center serves the towns of Davidson and Cornelius, north of Charlotte. This center was a community effort; residents went out and raised the funds themselves. The building was designed as a laboratory and demonstration center, and is used by the system and outside observers for teacher training.

Piedmont and Fairview are two large (capacity 60) centers scheduled to open in January 1971. The department plans to open three additional centers by June 1971.

Children served by the system are 76% Black, 24% Anglo. Seven of the center directors are Anglo, two are Black. Most of the system's administration is Anglo. The rest of the centers' staff is racially balanced, half Black and half Anglo. Observers were told that it has been difficult to find qualified, professional Black people for administrative positions, as well as appropriately trained Black teachers. All staff are women, except for janitors who are encouraged to eat with the children. One of the janitors, a Black male employed by the Housing Project and particularly good with children, has a B. A. in chemistry.

All employees are hired on the basis of the State Merit System which allows for experience and training in the pre-school field.

Salaries and promotions depend on these state exams as well. Under this system, professional personnel have been paid extremely low salaries, which they are presently trying to bring into line with the rest of the city teaching positions. Observers felt the state regulations were outdated and inadequate.

Aside from this rigidity, the department's operation of the program seemed efficient. Systems of control in both the management of the centers and the overall educational policy were very clear cut. Major decisions in the program are made by the Supervisor of Day Care, a woman in her forties who is brisk and competent. Center directors seem to rely on her and regard her highly. She also controls hiring, firing and purchasing decisions for all centers. She stresses an attitude of professionalism for the staff she administers, and inspects the centers for cleanliness and smooth functioning.

The Child Care Coordinator develops the educational program for the system. These development programs are basically compensatory for many of the children served. Children from deprived backgrounds are often shy and withdrawn, and need special help with language skills, cooperative play and daily routine. Children are encouraged to respect the toys provided and to keep them orderly.

Inside the centers themselves, the feeling was warm. The facilities were nicely appointed and very clean. The system's basic emphasis is to teach culturally isolated children to function in an integrated world. A variety of ethnic materials must be shared by the teachers, however, and the majority of them were found in Black teachers' classrooms.

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White community members were very proud of the equipment, staff and facilities which have been made available to economically and socially deprived children. One woman, who headed a fund-raising drive, put it this way: "For so many years, we have been disturbed about the situation of the working mothers. Many of them were working in our own kitchens, and while taking care of our children, theirs weren't being cared for."

NOTABLE ELEMENTS

While the system provides basic day care services in an efficient, routine manner, two aspects of the operation -- the nutrition program and private home after-school care -- are worthy of special attention.

Nutrition

The nutrition program in the day care centers is compensatory for some children and maintenance-oriented for others. Many children suffer from malnutrition, anemia and low blood count, as well as psychological anxieties due to chronic hunger at home.

What is unique about the department's approach, however, is the style and scope of the nutrition program. As the administration itself says, food seems to be the easiest way to reach both parents and children. Each center has a cook who works closely with teachers and children to promote and introduce new foods. Centers plan their own menus (a sample is included in the Appendix), and parents are encouraged to come in and eat meals with the children. Parents also assist at birthday parties, which are festive occasions at the centers.

While surplus foods are used extensively, menus are not planned around them, except that hot homemade bread, rolls or muffins are served every day. All children are given a hot, well-balanced lunch and mid-morning and afternoon snacks. In addition, children who have not had breakfast get an early-morning snack, and those who must stay late have another light snack if they are hungry. It was pointed out to the observers that cooks almost double the amount of food served on Monday, when children are hungry from the weekend, and that older children tend to stuff themselves on Fridays in anticipation of two days at home.

A good nutrition program can make a tremendous difference not only in general health and well-being, but also in basic socialization.

Many of the children had never eaten regular meals before they entered the centers. One child in a family of four children had never sat at a table, and cried if he were not served last; it seemed that at home he had to make sure his brothers and sisters had enough to eat before he could eat. After eight months in the program he still insisted on being served last, but he was no longer crying with anxiety. Other children could not take time to chew their food unless their plates were piled high so they could be sure there was plenty to eat. Children who formerly snatched food off plates and wolfed it down have been patiently and kindly reassured, and have responded dramatically to the program.

When one four-year-old Anglo girl was enrolled in a center, she weighed only 28 pounds. An extremely thin, anemic child, she ate only bread and milk. Within a year, she had gained nine pounds and was eating everything on the table. Like many of the program's children, she gained weight and height and her skin began to take on a healthy tone.

Center kitchens are set up so that children will feel free to come and go, as they do at home. In one center, the kitchen is between two playrooms, and the children are able to watch meal preparation. Often, a cook will let a new child or one who is having problems visit with her for a morning and help out. Staff plans to give each child a day in the kitchen as special assistant, with the privilege of licking the bowls.

Meals are taken in a relaxed atmosphere, with staff and children eating family-style at small tables. Children are encouraged to help set up and clean up, and in some centers they help with the serving.

New foods are usually introduced once a week. To prepare for this, teachers talk about the food in the classroom, describing the color, texture and growth cycle of the dish. Children find magazine pictures of the food, and a tasting party is organized. For example, in introducing carrots to the menu, children read a story called <u>The Carrot Seed</u>, then planted seeds, had carrot sticks as a snack, and watched carrots being cooked in the kitchen for lunch.

Some centers have gardens. In one, children grew enough tomatoes to feed the entire center, and enough turnip greens to serve the center twice. There are also flower gardens, which provide blooms to decorate the tables. The children with gardens are terribly proud of their work and take great pains to instruct new children on the care of the plants.

The centers make a special effort to hire cooks (they are called Food Service personnel) who can work well with children, will take time with them, and who are interested in expanding their skills through nutrition workshops held periodically by the department. Children tell their mothers about the center food, and the mothers are now coming into the centers to get recipes. Children are also being taught the importance of a balanced diet -- one family of children described the good lunch they'd had at the center, but told their mother they should have something different for dinner.

The department has no problems to report in its nutrition program, and is delighted with its success. Many other centers could replicate this program with sensitive staff selection and good planning. Children do not have to be severely deprived to benefit from learning about the foods they eat and growing their own.

Private Home After-School Care

In addition to the Extended Day Care program which it contracts out to the YWCA, Mecklenburg County has recently instituted its own program of after-school care in private homes in the Model Cities area. At the moment it is a small, experimental program, but it will undoubtedly be expanded.

There are presently five day care homes serving 25 children. The homes are in operation four or five hours a day during school months, and ten or eleven hours daily during the summer and on school holidays. The department feels that the homes should provide a warm, relaxed atmosphere for the children after their long, regimented day.

One home belongs to an educated Black couple living in a middle-class transitional neighborhood, and it features lots of books, records, comfortable furniture and good housekeeping. The mother encourages her day care charges to help with the family responsibilities. Another home, operated by a widow, is a modest three-bedroom house located in a professional section of the Black community. At this home the children can play with neighborhood children. A third home is also a small three-bedroom house, belonging to a hard-working Black family. Because there is a teenager in the house, the atmosphere is always busy, and the children are exposed to a variety of interests and hobbies.

A young Black mother with a small child operates a fourth home. Here, children are encouraged to help with her housekeeping and particularly with the child. Located in a Black middle-class neighborhood, the home has an encyclopedia, very good magazines, and a generally stimulating intellectual atmosphere. The fifth home belongs to a fifty-ish couple who have grandchildren, and is perhaps the warmest day care home. Although emphasis in the home is not heavily intellectual, there are children's magazines, newspapers, and lots of love for the kids.

The mothers who operate these homes vary in educational background from a high school graduate with experience in a textile mill, to a college graduate with a psychology major. Because these women come to the program with different levels of expectations of deprived children, the administrative assistant/supervisor constantly stresses activities which will provide the children with success and achievement.

Cooking is a favorite activity at several of the homes -- in addition to food preparation, it involves science, nutrition, hygiene, home economics, math and sensory experiences. Children help in meal planning grocery shopping, food preparation and table setting. Even the older ten and eleven-year-old boys in the program seemed very proud when they served the administrative assistant/supervisor a piece of pound cake they had made.

A big activity in summer is gardening. Children have learned about plant needs, pest control and growth cycles, and have made vegetable soup from the gardens they help tend. In other homes, science projects have included building terrariums and aquariums. In addition to various trips to amusement and local facilities, one mother has taken her children on a fishing expedition. Other special activities have included, in the summer months, tutoring sessions, dance classes, arts and crafts, as well as organized team sports through the Model Cities enrichment program. A list of suggested day care home activities in included in the Appendix.

While the emphasis is on individual home activities, the supervisor and all five operators meet monthly to exchange snack menus, arts and crafts ideas, and advice in working out home care problems. Regular workshops are also held so that operators can improve their skills and perceptions about the children they are working with. One workshop, directed by the state's day care consultant, focused on the needs of children between the ages of six and twelve. Another, under the nutrition specialist of the county Health Department, explored ways of stretching the food budget. A third, directed by the children's librarian, discussed books for Black children. Because the homes are run by people with different educational backgrounds, this on-going staff development program is considered very important.

Because of the severely depressed economic conditions in the area in which the children live, it has not been possible to find after-school day homes within the neighborhood that are up to the standards of the program. As a result, the day home program has not been expanded as well as it might. When the day homes are located outside of the children's home neighborhood, transportation becomes difficult. The five homes currently available are on the edges of the Model Cities area.

The administrative assistant/supervisor visits in each home four times a month. Two sessions are devoted to observing the program and the operator's relationship with the children; one meeting is for

planning trips, schedules, etc; and the fourth is a budget meeting, where financial records are brought up-to-date. Each operator is given $10 per child per month for expenses, and operators itemize food and activity purchases, following a budget outlined in the department contract.

As mentioned previously, one problem in the private home care program is transportation. Because the five homes are located on the fringe of the Model Cities area, operators must use their own cars to pick up children at the public school bus delivery point, take them to their homes, and then return them in the late afternoon. The transportation cycle is often long, allowing too little time for home activities. Also, activity money is decreased, since the operators must take 9¢ per mile out of their budgets for this transportation. The department is currently reviewing the budget allotment in hopes of solving this problem.

Another difficulty mentioned by administrators is lack of parent involvement. While a few parents are concerned about the children's welfare after school, the department feels that others do not seem to care at all. The department is trying to find ways of attracting parents and stimulating their interest.

Like the center program, this effort will be expanded as soon as additional facilities and funds are found. Early problems are being worked out, and department officials seem pleased with the homes and operators they have found.

BACKGROUND INFORMATION

History

When HEW funds for day care became available, the Mecklenburg Department of Social Services, under its director, prepared a funding proposal for the day care it felt was so badly needed in the Charlotte area. The proposal was accepted, but the limited facilities in existence at the time were incapable of using the funds, and the Social Services department decided to operate its own system of day care centers which, in two years, has grown to nine centers with several more scheduled to open soon. Together with care purchased from the YWCA and private homes, the year-round system serves 1,200 children in some capacity out of an estimated 5,000 who need it. By June of 1971, the system will have opened another five centers, bringing the total to fourteen.

Community

The city of Charlotte, population 300,000, lies roughly in the center of Mecklenburg County, surrounded by suburbs and small towns. The city's people are 70% Anglo and 30% Black, with many Blacks concentrated in public housing projects and Model Cities neighborhoods.

Common problems in the area were identified by program staff as poor housing, substantial unemployment, and concentrations of low income families. There is a constant influx of poor and unskilled from rural areas. Major area employers are construction companies and textile and hosiery mills. Many of the textile mills have closed in the past few years, contributing to unemployment. Many residents work as domestics and in other low-paying capacities.

The county has a total of 32,000 children between two and six years of age. Of these, 10,000 have working mothers, half of whom are unable

to pay for adequate day care. Overall, children served by the present facilities represent an estimated 25% of those in need.

While there are a variety of other day care programs in the area, these are generally highly inadequate in both quantity and quality. Only 300 of 2,300 spaces in licensed day care programs are in facilities which offer a sliding scale of fees. Little subsidized day care is available for children from two-parent families or for infants. Many centers are unlicensed and refuse to sign the Civil Rights Compliance Act. North Carolina has voluntary licensing, and present standards are minimal. Even if a center meets fire and sanitation codes, its untrained staff is often unable to cope with the special problems of deprived children. For these reasons, many children in such facilities receive inadequate or merely custodial care.

Parents

Ethnic composition and income level of parents varies from center to center, but three centers -- Boulevard, Resurrection and Duncan -- are fairly typical of the system and are averaged here. Ethnic composition is 76% Black, 24% Anglo. Ninety percent of center families have incomes below $3,000 annually; six percent earn from $3,000 to $4,000; and the remaining 4% earn from $4,000 to $5,000 a year.

Parent Educational Achievement*

	Mother	Father
6th grade or less	4%	11%
Grades 7 - 11	71%	44.5%
High School	17%	44.5%
1 - 3 years college	8%	0

In these three centers, 88% of the fathers are employed full-time and 12% are unemployed. Approximately half of the mothers are

*Figures for mothers are from Duncan and Resurrection Centers only.

employed full-time, one-third are unemployed, and the rest are either in school or employed part-time. Many of those unemployed are in job-training programs.

Center families average three children. Other system distributions can be found in the At A Glance chart in the front of this study.

A variety of criteria are used in determining eligibility for admission to the program. Generally, however, priority is assigned in the following order: AFDC or WIN families; former recipients of public assistance; potential severe hardship cases; working mothers and one-parent families; children with homelife deprivation; Youth Corps mothers. A social worker assigned by the department makes the intake decision.

Specific admission policies vary from center to center. Those located in churches or public housing projects may give members or residents preference if financial need exists or if the church member will pay the full cost of care.

BASIC PROGRAM

Education

In its centers, the Mecklenburg County Day Care program stresses language development (particularly for severely deprived children, who may speak only a few words), motor and coordination skills and creative expression. In each program activity, planning includes as many interrelated disciplines as possible, with emphasis on the particular interests of the children. Social-emotional development is stressed in all the centers, and special care is taken to see that the children get loving attention as well as discipline. A rocking chair where a teacher may spend a few quiet moments with a child is provided in every classroom.

Although activities are scheduled in advance, allowance is made for the desires and needs of the children. Usually, curriculum is written in units dealing with subjects such as home, family, or transportation. Each unit is broken down into daily activities-- creative, pre-reading, musical, and so on. All centers have a good variety of materials with which to implement their goals-- books, magazines, toys, games, blocks, coordination and large-muscle equipment, dolls, art supplies, clothes for dress-up, housekeeping sections, etc.

Children in low income housing projects are unable to have pets, and animals can often represent frightening threats to them. The Boulevard Homes Center counters this fear by keeping two opossums, three gerbils, two guinea pigs and several fish for the children to get to know. Children help feed and care for the animals, and learn about their habits, life cycles and needs.

Suggested activities are listed for the centers (a list of suggested science activities is included in the Appendix), but each center is free to

use what it wishes, and curricula seemed imaginative and vital. Teaching teams usually consist of a lead and an assistant teacher. Staff move around the classrooms, working with each child on an individual basis. Classes of two and three-year-olds range from 6 to 12 children; four and five-year-old groups number from 10 to 14; the five to six-year-olds average 15 to a class.

Boulevard Center, the center where the observers spent the most time, is located in a recently completed low income housing project designed for 300 families. The center is on the first floor of a brick building with a low wire fence around its entrance area. The center includes an office, a kitchen, an isolation room for one child, three classrooms and a bathroom with four toilets. The community room of the project may be used for rainy-day play.

Although the low ceilinged square rooms give a somewhat institutional aspect to the center, the overall feeling in the Boulevard Center was delightful. The director was well-informed, vivacious and quite charming. She appeared to have an excellent relationship with her staff, and ran a very smooth program despite the fact that it had been open only a few months. The program was flexible, allowing the children to move at a happy, but not chaotic, pace. Here, as in the rest of the system, the emphasis for staff was on professionalism, especially improvement through reading. Observers felt that the teachers most sensitive to the needs of the children and the community were black teachers, and they noted that the administration did not seem to recognize this. Race-related pictures and toys were found in great abundance in classrooms with black teachers, but very little of this kind of material was found elsewhere.

Total enrollment at Boulevard during the observers' visits was Black, except for one three-year-old White child. Most of the children came from the housing project in which the center was located. The staff of seven worked well and closely together. During nap time, those

who were not supervising tended to gather in the director's office. Children frequently came to this office as well, and parents. The director was very accessible to all these people.

As children arrive in the morning, they are greeted warmly by the early staff members. As additional teachers come in, they take the children in their groups to their own classrooms. Each child is with a teacher and an assistant teacher for much of the day, except the six youngest, who have one teacher only. After morning snack, which is often oatmeal and milk, children brush their teeth and settle down to art activities or some creative work. After this activity has been cleaned up, all three age groups mix on the center's playground, which is furnished with a slide, swings, a climber, spring animals and wheel toys.

While lunch is set up and served, the kids are read a story or look at books on their cots. Children do little of the serving at this center, although they do help clear the table. The director eats with a different group of children each day. Often the man who is manager of the housing project eats with a group. The director is very aware of the importance of male figures in the children's lives.

Children nap for two hours. They awaken over a lengthy period of time and are not hurried. After a snack of milk and fruit, they play indoors or out. Pick-ups begin around 3:30 (usually a parent or older brother or sister), and staff leaves on a staggered schedule. After cleaning her room, each teacher takes any remaining children to the four-year-old classroom, where the last two teachers supervise them. Some children relate to all seven staff during the day. Boulevard's cook is a pleasant, friendly woman, interested in the families of the children she works with. The director often relies on her for background information about center families.

Nutrition

The department's nutrition program is described under Notable Elements.

Health

Although individual center health programs differ to some extent, a basic procedure holds for most. Each center secures the services of a private pediatrician as needed. When a child is enrolled in the program, a case worker is assigned to the family, and she takes the child and his mother, if possible, to the pediatrician for a preliminary physical examination. This physical should be completed before or soon after admission to the center, but there has been difficulty in scheduling children with doctors, and some children have spent considerable time in the program before being examined. Medical records are kept (a sample is included in the Appendix) and any indicated treatment is provided. Centers have also encountered problems in getting doctors to fill in their comprehensive medical forms fully. Common health problems among center children include low blood count, malnutrition, diarrhea, impetigo, impacted ear wax, umbilical hernias, eye cysts, dental cavities, common colds, measles and mumps.

Individual policy on sick children varies, although in many cases, homemaker aides are available through the department to care for children in the home while the mother works. The Belvedere Center has set up an unusual and very convenient arrangement with a woman living next door to the center. She provides a room of her house as an isolation room for sick children. The center supplies her with cots, food, books, and quiet games for the children (she also cares for children who arrive before the center opens and leave after it closes for the day). This arrangement allows mothers to continue working when a child is not seriously ill but needs attention. The program operates under the guidance of the center's pediatrician and the Public Health Department.

At the Duncan Center, the Model Cities program is undertaking a medical program for immunization of all children for German measles (with parent approval). There is also a possibility of setting up a Well-Child Clinic at the center to bring all immunizations up to date. One system-wide problem has been a lack of medical history on children--families have moved a great deal and mothers with several children often are unsure when, where, or if children have been immunized.

Transportation

Most centers serve their immediate neighborhoods and have no need of transportation services. Many children walk to their centers. If the need for transportation arises, staff cars are used. Children who attend the Resurrection Center come from a different neighborhood, and are ferried in a rented bus, which picks them up and delivers them to their homes, making four round trips a day, covering 25 to 30 miles daily. The service is free to all who need it. No child rides more than fifteen minutes in the morning or afternoon.

Social Services

The Social Services Department wants to improve the whole family's economic and social environment. Day care for the children is simply a starting point. The department assigns a case worker to each family of a center child. This case worker determines the family's needs and refers them to the variety of community agencies and services available. Services most commonly used are Planned Parenthood programs, surplus foods, medical, dental and homemaker services.

Problems in the social services area have been due to heavy case loads and a high turnover of social workers, which make it difficult for families to get immediate follow-through on their needs. Services for child retardation and emergency help (food clothing, money, housing) are limited.

Job Training

Job training is offered only indirectly by the program. The laboratory facilities at the Davidson Center are used by interested people outside the program. Jobs at the centers are often given to those enrolled in New Careers and other training programs.

Parent Education and Involvement

Several centers have organized parent groups, some of which are offered parent education opportunities at their meetings. The Boulevard Homes Center gives courses in nutrition, general education, voter education, homemaking (sewing, decorating, money management) and consumer education. A flyer for a parent education session is included in the Appendix.

Parents are involved in the center but not in policy making capabilities. Estimates of parent involvement in the program in some form ranged between 40% and 50%. Observers felt that real parent participation might be strengthened if parents were allowed to make decisions about the program. On the other hand, the program has not been in operation long enough to develop community resources.

Community Organization

Each center develops its own form of community organization. The Boulevard Homes Center, for example, issues community newsletters, provides voter registration and education. The exact nature and effect of this organization will undoubtedly be clarified when the program is in operation over a longer period of time.

ORGANIZATION

Policymaking

All centers are controlled by a governing board from the Department of Social Services. Complete financial jurisdiction is exercised by five elected county commissioners. Control in all other policymaking matters is accorded the Social Services board of directors, a five-man appointed body. The supervisor of day care, together with the child care coordinator, coordinates and supervises the program among centers. Each center has a director responsible for coordination within the center.

Church centers have advisory boards composed of church members. At the Duncan Center, for example, the four-man Day Care Committee approves all center policies involving the use of church facilities.

Planning--Overall Curriculum is chosen jointly by the center director and the child care coordinator. Planning is done by the center director and teachers.

Budgeting--The day care supervisor develops the program budget to be approved by the County Board. All staff salaries are set by the board according to the State Merit plan.

Staffing--Hiring and firing is also the day care supervisor's responsibility. All promotions come through the State Merit plan.

Operations--Daily program plans are made for each center by its director and teachers.

The system operates under several handicaps. First, the State Merit plan mentioned earlier restricts staff to low pay, and the regulations

seemed to promote system rigidity. Second, decision-making is centralized in the total agency administration, and this involves some red tape on the county level for purchasing, xeroxing, and other routine matters. Equipment, supplies and food all go out for bid. In addition, the scope of the program is limited by the North Carolina State Plan, whose limitations on eligibility for child care rule out the use of some Federal funds.

Staff Organization

Heading each center is the director, who supervises the lead teachers. Assistant teachers work in pairs with lead teachers where possible. Each center employs its own food services person (cook). Social workers are assigned to specific families, but are not part of the center staffs. They are supervised directly by the Department of Social Services.

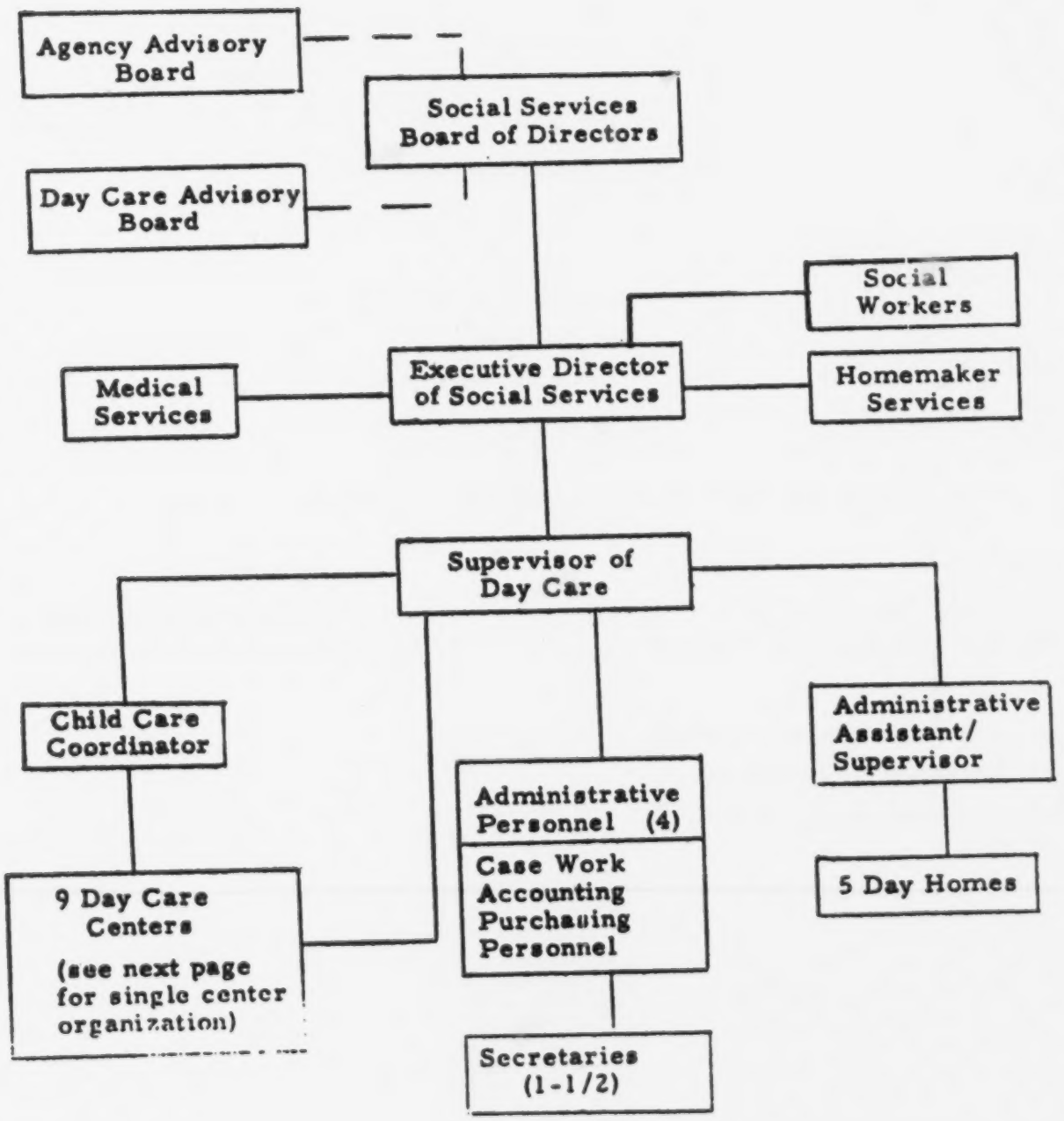
Professionals and para-professionals are employed in the program. While an attempt is made to employ low income community residents, the principal requirements for staff members are said to be an aptitude for working with young children and the ability to serve as a good role model in addition to the professional attitudes sought by the administration. People in the system complained of being unable to find competent Black teachers. A half White, half Black staff composition is sought for each center, and has been largely achieved, although seven of the nine center directors are white. Several New Careers and WIN participants are part of the program. Despite low pay, staff members seemed enthusiastic about their work and determined to stay with it. They appreared to work well with each other and their directors.

Volunteers

Volunteers play an important role in the program. An average of one volunteer in the winter and two in the summer work at each center

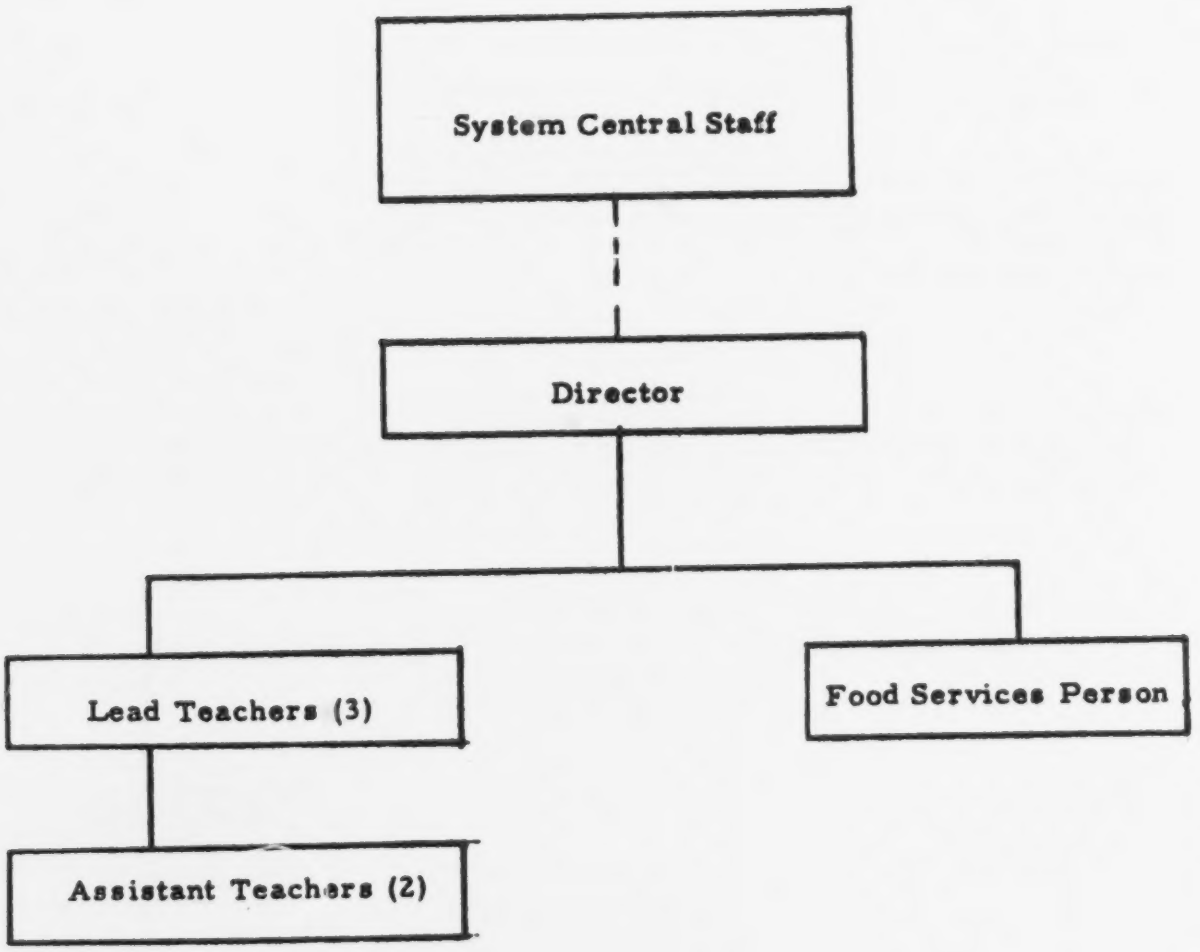
MECKLENBURG COUNTY DAY CARE SYSTEM

ORGANIZATION CHART



BOULEVARD HOMES DAY CARE CENTER

ORGANIZATION CHART



daily. Volunteers include members of the Girl Scouts, church members, Red Cross, and junior high, high school and college students.

Staff Meetings and Records

Meetings are held one to three times each week for the center staff, director and, if asked to attend, the day care supervisor. These meetings involve discussions of individual children and their problems, questions about policy changes, curricula, center programs and social involvement. Communication is also by memo and individual staff-director meetings.

Children are evaluated upon entering the program and at regular intervals thereafter. Three observation guides or behavior inventories are used: for two-year-olds, three-year-olds, and four to five-year-olds. (These guides are included in the Appendix.) The inventories include questions on emotional and social development, work habits, language skills and health and physical development. A guide is also being designed for evaluation of the child after he leaves the center to enter public school. Additional plans call for the observation and testing of the children by psychology students from nearby colleges.

Staff Development and Training

Both formal and in-service training are offered to staff. All personnel go through a mandatory orientation. Training in basic child development, community organization and social services is provided as needed. The Davidson Center, built as a laboratory and demonstration facility, has funds from the Learning Institute of North Carolina to operate the training component of the program. All centers use this laboratory center for training. Staff libraries in each center include books, films and teaching aids for staff study during the children's nap time. In addition, some staff members are taking evening college courses.

Staff members are currently developing notebooks for use in standardized training of staff, parents and volunteers. The first notebook contains basic philosophy, daily program guides and techniques, and is derived from expert guic es and the staff's own personal experiences. Other notebooks will follow.

Staff training seems to be efficiently handled, although the small number of available resource people and the short duration of the program makes it difficult to assess its effect on future staff functioning or promotion.

MECKLENBURG COUNTY DAY CARE SYSTEM STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position) *
Total Staff (59 full-time equivalent)	2,360	1,929
Total Paid Staff (55 - 53.75 full-time equiv.)	1,790	1,524
System Central Office (4 - 2.75 full-time equiv.)	110	N.A.
SYSTEM DIRECTOR	30	
ADMINISTRATIVE ASSISTANT	20	
PROGRAM COORDINATOR	20	
SECRETARY	40	
Local Center Staff (46 - 48.5 full-time equiv.)	1,680	1,524
DIRECTORS (9)	360 (40)	90 (10)
CHILD DEVELOPMENT SPECIALISTS (3)	120 (40)	30 (10)
LEVEL 2 CHILD DEVELOPMENT ASSISTANTS (28)	1,120 (40)	1,008 (36)
LEVEL 1 CHILD DEVELOPMENT ASSISTANTS (11)	440 (40)	396 (36)
In-Kind Staff (14.25 full-time equiv.)	570	425
1.25 full-time equivalents/center	450 (40)	405 (30)
3 full-time equivalents/center office	120 (40)	

*Estimated

OVERALL PAID STAFF PROFILE

Education:

Insufficient Data for Overall Staff Profile

Sex:

Male
Female

Ethnicity:

Parents of Project Children:

MECKLENBURG'S BOULEVARD HOMES DAY CARE CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)
Total Paid Staff (7 full-time)	280	216
DIRECTOR	40+	16
LEAD TEACHERS (3)	120 (40)	108 (36)
ASSISTANT TEACHERS (2)	80 (40)	72 (36)
FOOD SERVICE PERSON	40	20

*Estima

OVERALL PAID STAFF PROFILE

Education:

B.S.	2
College Experience	3
High School	1
Junior High School	1

Sex:

Male	0
Female	7

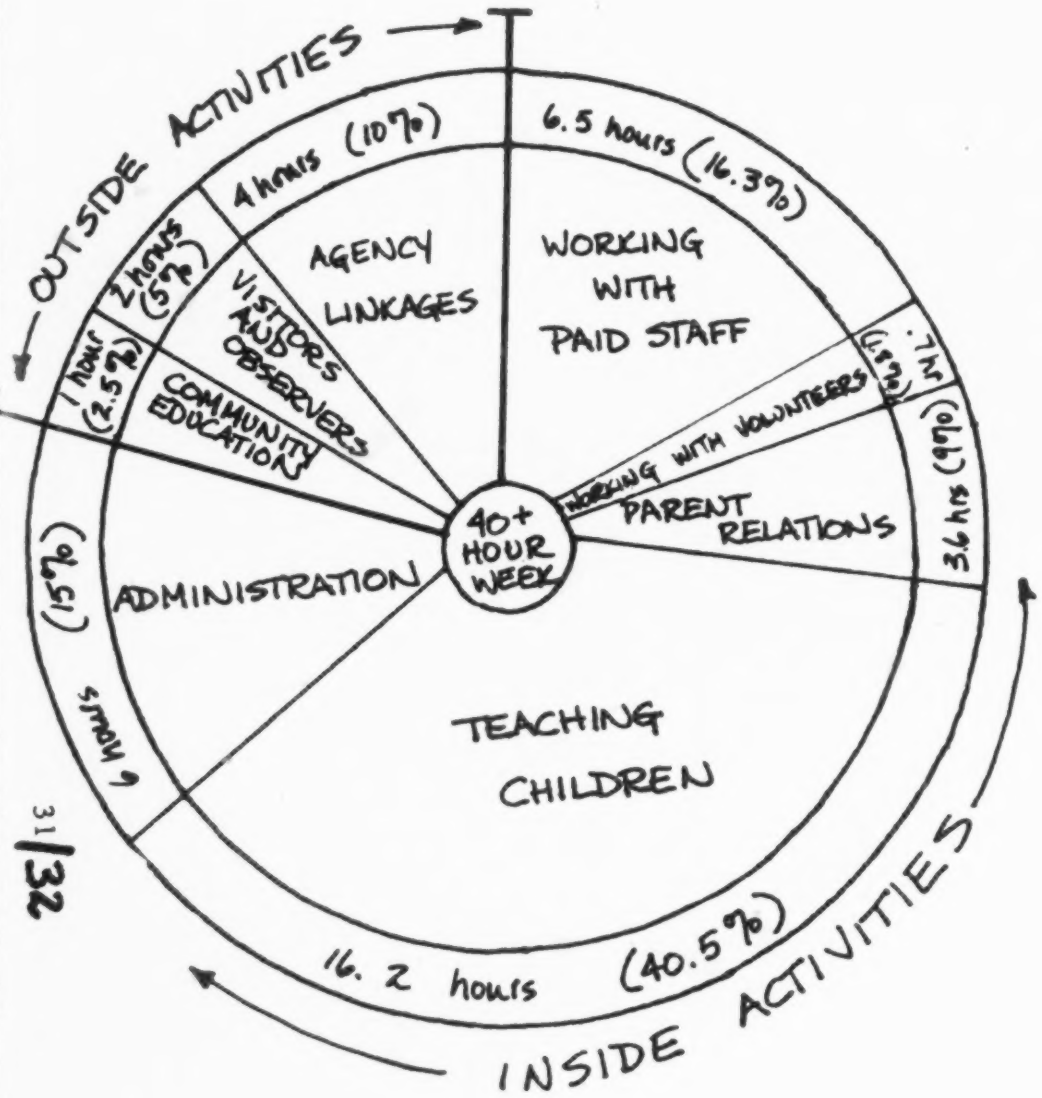
Ethnicity:

Anglo	3
Black	4

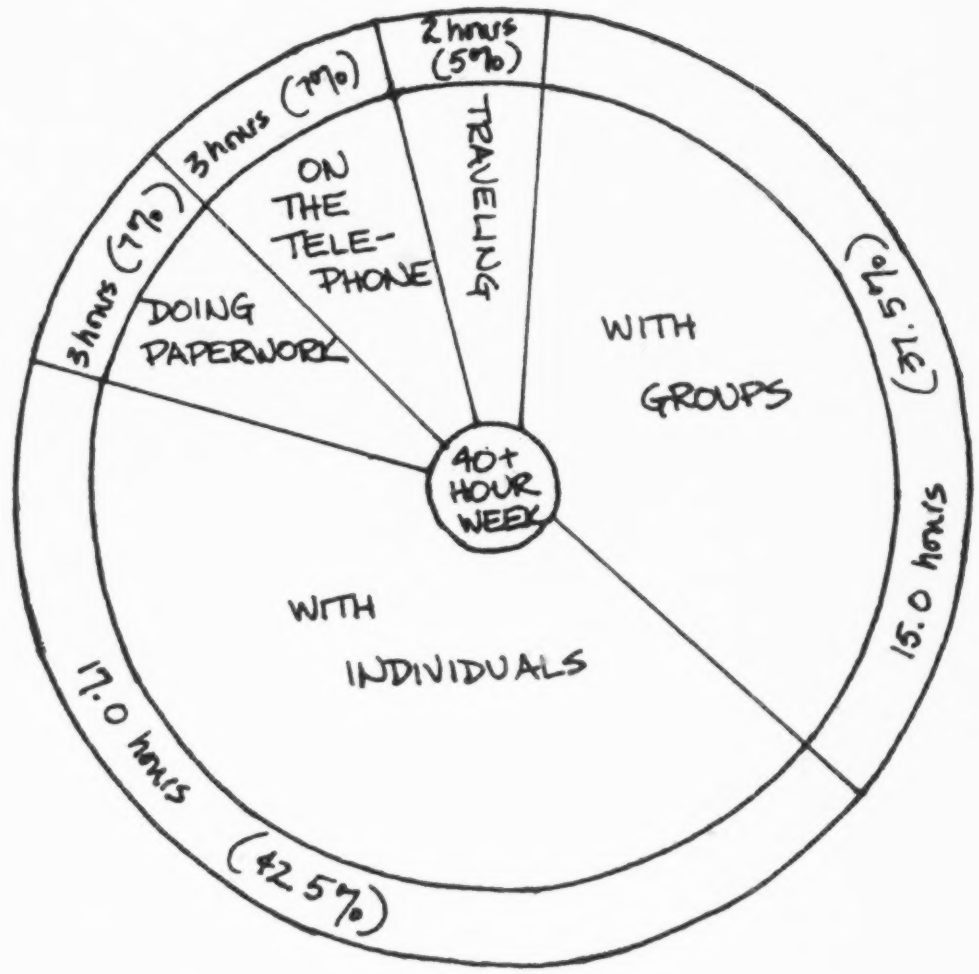
Parents of Project Children: 0

This is the way Mecklenburg's Boulevard Homes Day Care Center's Director spends her time:

This is what she spends it on:



And this is how she spends it:*



*Not separable into categories of Outside and Inside Activities

HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

MECKLENBURG ESTIMATED $ AND IN-KIND EXPENDITURES 1970-71*

SUMMARY:	% of total	total cost	cost/child year[1]	cost/child hour[1]	Personnel costs make up:
Standard Core	85 %	$414,700	$ 1,735	$ 0.71	82 % of $'s
Varying Core	2 %	7,200	30	0.01	55 % of In-Kind
Occupancy	12 %	58,500	245	0.10	77 % of Total ($ + In-Kind)
Supplemental	1 %	6,200	26	0.01	
TOTALS	100 %	$486,600	$ 2,036	0.83	

*costs to nearest $100, % to 1.0

[1] Based on average daily attendance

		% OF TOTAL	TOTAL	=	$ COST	+	$ IN-KIND[2]
BASIC CARE	I. STANDARD CORE COSTS						
	A. Child Care and Teaching	48%	$231,900		$193,300		$38,600
	B. Administration	23%	112,800		96,300		16,500
	C. Feeding	14%	70,000		66,100		3,900
	II. VARYING CORE COSTS						
	D. Health	1%	3,900		3,900		
	E. Transportation	1%	3,300		3,300		
	III. OCCUPANCY COSTS	12%	58,500		17,700		40,800
	IV. SUPPLEMENTAL SERVICE COSTS						
	F. Staff Training	1%	6,200		6,200		
	TOTALS	100%	$486,600 (100 %)		$386,800 (79 %)		$99,800 (21 %)

[2] See following page for explanation of $ IN-KIND.

Explanation of the $ In-Kind Imputations:

1. Teaching and Care: $38,600

As mentioned in the text, volunteer participation at each center constitutes the equivalent of about one full-time person during the winter and two full-time people during the summer. Imputing a value equal to the federal minimum wage to this volunteer labor yields the above figure.

The system director feels that it is misleading to impute a value to these volunteers because, in her opinion, they do not add significantly to the child care program. If this imputation were omitted, yearly cost per child would be reduced by $162. Ignoring the volunteer labor would require that the adult/child ratio be reduced from 1 to 5.0 to 1 to 6.4 and the adult/child contact ratio be reduced from 1 to 6.0 to 1 to 7.5.

2. Administration: $16,500

The system director reports that the county provides assistance in purchasing, accounting and bookkeeping, and maintenance of personnel records. If the system were forced to perform these functions independently, it would require, according to the director, the addition of several people to the staff. The above estimate is based on the conservative assumption that three additional people would be required, at an average annual salary equal to that currently paid the system secretary ($5,500).

However, the system director feels that this imputation is misleading because, in her opinion, the county has incurred very little additional cost in providing these services. If this imputation were omitted, the annual cost per child would be reduced by $69.

3. Feeding: $3,900

This is an estimate of the market value of surplus food obtained at no cost to the system from the U. S. Department of Agriculture.

4. Occupancy Costs: $40,800

This figure consists of two parts: donated space and donated utilities.

a. Donated space: $27,000

All center space is donated. This figure represents rental cost, net of utilities and janitorial services. Rental cost is the product of annual cost per square foot and the number of square feet of space. A conservative estimate of cost per square foot of comparable space in the area ($1.75) was provided independently by two local realtors; the total space estimate was based on a total indoor space average of 60 square feet per child in this system.

The system director suggested a much lower estimate ($10,800), which would imply an annual rental cost per square foot of $0.70. Using this lower figure, annual cost per child would be reduced by $68.

b. Donated Utilities: $13,800

Utilities are paid for by the system in two of the nine centers. This estimate of the value of donated facilities in the other seven centers is based on the system's actual experience with these two centers.

N.B. Taking account of the objections of the system director to some of the above imputations, annual cost per child would be reduced by approximately $300, from $2,036 to $1,736. Furthermore, if enrollment rather

than average daily attendance were used in the calculations, the reported annual cost per child would be $1,614 rather than $1,736. The enrollment-based figure is not comparable with other case study cost per child figures, which are based on average daily attendance.

IN CONCLUSION

It seems reasonable to let parents speak about the program's impact on their children and their family lives, and to let staff speak for themselves.

What parents like for their children:

> "The centers are total happiness-- it's a child-oriented world, and gives the children a chance to be their individual selves. They can find their own identities and grow through this." "This program has taken most of the problems out of motherhood. My children are pleasant when they get home because they have had a happy day." "It has eased my constant worry because she and the other children are satisfied. The family runs smoother."
>
> "They are fed so well that they are not as hungry when they get home." "We have more time together, can talk about things together. I know her interests and we can discuss these. She has so many friends now. She's learned lots and knows songs I know and we have a good time singing." "It's made my life a lot easier. We're more organized now because I know where she's going every day. She's better mannered, eats better, and eats more different foods."
>
> "He has a head start for going to school. The program is like a family at home-- brushing teeth, checking for neatness, sharing toys." "Before, I couldn't discipline him, but as he spent time with other children, he became less spoiled and selfish." "He has a lot to talk about, and I like to hear about his trips. He has questions I can answer, and he puts his own toys away. He loves to say grace and eat properly."
>
> "I like the fact that they are teaching while the children are playing. The children don't really know they're learning and coming to a school to learn." "My kids are more punctual about eating and on a better schedule for eating. They're always telling me what they had for lunch, and they say it was good, but I'm not to have the same thing at night."
>
> "She enjoys it. She loves the snacks. Also, it helps them when they get to school." "The nutrition program is really fine. She eats asparagus now."

What parents like for themselves:

"The center is convenient, new and clean. I would not consider another kind of care again." "I can work part-time now, and when I get a full-time job, the center will still be open." "The hours are really convenient for me-- I can catch a 7:30 bus and I know I can make it back to the center at night by 6:00."

"I have more time on Friday, my day off, to clean the house, and then I can spend Saturday with my daughter." "I can get to work on time and put in a full day." "I have time for day care activities and am involved as a representative to the North Carolina Advisory Board."

"They are open at 7:00, which helps because I have to drive 20 miles to work-- it gives me an hour to get back here to pick him up." "I attend parent meetings and am on the state advisory committee."

What parents don't like, or would like to see:

"They don't have after-school care here, and I'll need it next year." "The stairs need recarpeting." "If they have a parent education program in this center, I don't know about it."

What the staff has to say:

"I start with where I get them. I observe and try to get to know them. Some come afraid and withdrawn. I encourage them to talk to me and to be free." "A good teacher is a person who really likes children, who is able to be objective and can forget about herself completely. She is careful not to bring her own feelings into the classroom so she can be more objective. She needs to be consistent in her thinking and in dealing with the children."

"Children need someone to talk to them and to <u>listen</u> to them-- to help improve their vocabularies and encourage them to express what they are feeling." "We can get better cooperation from parents and the child when the parents understand the center's goals."

"I discourage certain kinds of behavior -- like when a child doesn't pay attention, running and jumping, or using 'outside' voices instead of 'inside' voices." "I like what we are doing for the children, the hours, and the training."

"I am really thrilled when children are able to verbalize their needs." "They will have to learn to get along with other children in public or private schools. At first these children didn't want to do what they were told. It's important to learn that when the teacher speaks, the child is to do something. They need to learn some discipline, and I don't expect them to be quiet all the time. Certain rules should be enforced, like forming a line." "They love to be told they've done something well, or been a big help to the teacher."

"I plan to stay here indefinitely." "I don't care for the janitorial work I have to do." "A teacher needs patience, needs to be able to get on a child's level, and to leave her personal problems out of the classroom." "I can move up to more responsibility in this program." "I like the overall concept, the freedom teachers have in developing a program for their own classroom." "I wish there was a sink in my room." "We are set up with one adult to six children. I like that." "Some of the people here I don't care for. You need someone more sensitive and not so quick to judge, since you are working with poverty kids. This is not just a job to make money."

"The curriculum is very unstructured. We are teaching certain routines, respect for the needs of others as well as individual rights, appreciation of the community. Also concepts in math, science, music, etc. For five-year-olds the curriculum is broader and more structured." "We do not let a child use some equipment if he misuses it." "The caseworker has a relationship with the parents--I don't have much contact with parents." "My work in assisting with teacher training should help me get ahead." "I love working with children." "There's a lot of red tape."

The observation team which visited the Mecklenburg system in November of 1970 felt that the program offers quality service in the day care field, and staff and parents interviewed shared this opinion.

At the basic care level, the program was doing an effective job of providing protection, nutrition, health care, and general stimulation

of mind and body. Moreover, the centers and the supervising agency are extending benefits to parents, staff and the community at large. Some of these benefits are:

For children:	skill teaching in self-reliance; self-image enrichment; communication skills; peer cooperation; health care and nutrition; community awareness;
For staff:	in-service support; possibility of advancement through training; opportunity to work with children;
For parents:	freedom to seek work; awareness of adeqaute care for child; homemaker services; referrals to social service agencies and other community help; parent education; parent social meetings;
For community:	continual flow of information about center activities through media; volunteer opportunities.

Mecklenburg County Department of Social Services provides high quality day care to children who come from a severely deprived urban area. It has supplied the centers with excellent facilities, equipment and a sound nutritional program. The centers have been put into operation quickly and efficiently. It is difficult to assess the impact of the program on the community, mainly due to its youth and its centralized decision making process. Similarly, because of the great disparity between the children's home lives and their center experience, it will take time before the effect of the centers on the children can be determined.

As originally structured, the program has emphasized social and educational goals which have been pre-determined for the children by the agency administration. At present, the major goals of the program

continue to be supplemental parental care with emphasis on child development experiences and preparation for school experience. Undoubtedly, with time the program will grow to reflect the more specific needs of the community, particularly as parents become more involved in the decision making process.

The Mecklenburg County Child Development - Day Care Program has progressed rapidly during the last two and a half years, capitalizing on the advantages and overcoming the disadvantages of being part of a public agency. It continues to expand, making quality day care services available to more and more children in the Mecklenburg area.

APPENDIX

This appendix consists of illustrative materials drawn directly from the centers and the system itself. Included are:

Sample Center Menu

Program Suggestions for Extended Day Care Homes

Suggested List of Science Activities

System Medical Form

Home and Family Life Support Program Flyer

Observation Guides for Two, Three, Four and Five-Year-Olds

(Duncan)

	Morning snack	LUNCH	Afternoon snack
Monday	Cheese biscuits Apple juice	Steamed Cabbage Baked Ham Candied Sweet Potatoes Corn Bread Jello Milk	Orange slices Milk
Tuesday	Pineapple juice Peanut butter crackers	Meat Loaf Turnip Greens Creamed Potatoes Carrot sticks Biscuits Apple Sauce Milk	Ice Cream cone
Wednesday	Tomato juice Hot Grits	Beef stew with potatoes, carrots, okra, tomatoes Apple-raisin salad Angle Muffins Gingerbread Milk	Cookies Milk
Thursday	Jelly biscuits Pineapple juice	Breaded Flounder Cole Slaw Buttered potatoes Corn Bread Pudding Milk	Orange slices Milk
Friday	Orange juice Cheese biscuits	Chicken Noodles Green Beans Carrot & raisin salad Wheat muffins Milk Ice Cream	Cookies Milk

PROGRAM SUGGESTIONS FOR EXTENDED DAY CARE HOMES

A. Cooking involves science, nutrition, hygiene, home economics, sanitation, math sensory experience and happy memories. The children can share every part of meal planning from going to the grocery store to setting the table attractively.

1. pudding, dessert or afternoon snack; children can measure and stir.
2. Jello , dessert or snack; children can measure and stir .
3. applesauce, applesauce cake, jelly, fruit pie; dessert or snack; delightful cooking experience after buying fruit at farmers' market.
4. orange juice - refreshing morning snack the children can make.
5. parched peanuts -- another possible cooking experience to enjoy after a trip to farmer's market or after planting peanuts.
6. pumpkin pie - a Halloweeen treat. Make a Jack-O-Lantern and a pumpkin pie.
7. butter -- churn your own from cream purchased at a dairy.
8. eggs -- many different ways to prepare one food; hardboiled, poached, scrambled, fried, deviled, and salad.
9. yeast rolls -- prepare in afternoon, let rise at night and bake for next day's noon meal.
10. birthday cakes -- let each child choose kind of cake and decorate it himself.
11. vegetable soup - lunch from the garden.
12. tomato juice - from fresh tomatoes.
13. holiday cooking
    - a. decorate Easter eggs
    - b. Cherry pie (George Washington's birthday)
    - c. log cake (Abe Lincoln's birthday)
    - d. Freedom cake (Martin Luther King)
    - e. Christmas cookies
    - f. Fruit cake - Christmas
14. Other suggestions
    - a. Popcorn
    - b. Cocoa
    - c. Milkshakes
    - d. Grilled cheese sandwiches

B. Gardening involves learning about plant needs, pest control and growth habits. The children can share the joy of growing things from planting seeds to preserving the food.

1. Vegetables: lettuce, carrots, onions, tomatoes, corn, bell peppers, green beans, peas, melons, radishes, zucchini squash, crooknock, acorn squash, butternut squash, okra, cucumbers.

2. Flowers; daylilies, tulips, daffodils,lillies, crocuses, marigolds, zinnias, violets.

C. Science activities help the child interpret his world. No one knows enough science to answer every question a child may ask. But, it is important to help the child under his world as his knowledge widens. Very often the best learning takes place when you frankly admit: "I don't know either. Let's see if we can find out".

1. Chemical garden - see recipe.

2. Thermometer - different kinds of thermometers and how used; outdoor, indoor, candy, etc.

3. Compasses - talk about directions.

4. Weather - keep a hurricane map; talk about barometers, thermoters.

5. Magnifying glasses.

6. Wondering and problem solving. Think out loud so the children become familiar with a logical way to approach problems.

7. See attached list for additional ideas

CHEMICAL GARDEN

1. Place coal in a low dish with a little water. You can glue tiny twigs or sticks on top of coal for trees. Let glue dry.

2. Combine the following ingredients and mix well:

   6 tablespoons of common salt
   6 tablespoons bluing
   6 tablespoons water
   1 tablespoon ammonia

3. Pour this mixture very slowly over coal

4. With a medicine dropper, drop different colors of food coloring all over the mixture. In a few hours, you can see it grow!

D. The extended day care home can be very helpful in developing reading skills and in increasing a childs competence in Math. As parttime mother, you can listen to the children read and insist upon accurate expression and good grammar. The child's understanding of mathematical concepts will increase as he learns to measure foods in cooking, to count money, to play monopoly, checkers, and dominoes. There are two television programs, Sesame Street and Captain Kangeroo, that may occasionally aid the development.

E. Children enjoy music anytime. Use records for sing along activities, dancing, and listening. A wide variety of records is available at the public library. There are inexpensive musical instruments, the xylophine and the zither increase musical knowledge and enjoyment. Drinking glasses can be filled to different levels with water and "played" with a spoon.

F. TRIPS

In order to have pleasant trips, always make arrangements with the factory or company involved so that the people there will know when to expect you. A few suggestions for trips -- include the following: church, temple, train ride to Gastonia, circus, ice skating rink, Ovens Auditorium, a farm, Lance Packing Company (525-1421), Southern Bakery (332-6181), Rockin'K'Ranch (Beatties Ford Road (399-6521) Altees' fish store (5455 Wilkinson Blvd. - 392-1071) Southpark Shopping Center, Nature Museum, (1658 Sterling Rd. - 333-0507), Mint Museum for puppet shows and Christmas tree exhibit (501 Hempstead Place - 334-3001), a firehouse, traffic court, ambulance company, airport, Charlotte Fish & Oyster Market, (316 E. Trade St. 333-7194), Library downtown on bus, a major construction site with a crane, Dilworth Theatre (inexpensive movies), a turkey farm, a dairy (Sealtest, 500 Dalton Ave. 377-3421), a supermarket; a produce market, ice capades, airport to see celebrity arrive.

C. ARTS AND CRAFTS FOR HOMES

1. Various kinds of printing

2. Finger paint - recipe: 1½ cups laundry starch
1 quart boiling water
1½ cups soap flakes
½ cup talc (optional)
1/2 tablespoon poster paint

Mix startch with cold water to form creamy paste. Add boiling water and cook until mixture becomes transparent or glassy looking. Stir constantly. Add talc, if desired, to make a smoother paint. Let mixture cool a bit, then add soap flakes stirring until evenly distributed. Let cool and pour into jars with screw tops. Stir into each jar 1/2 tablepoon poster powder or easel paint of desired color. Finger paint may also be made by adding soap flakes to concentrated liquid laundry starch. Oilcloth makes an excellent surface on which children may experiment with finger paint. This can be washed and reused. If paper is used, a commercial finger paint paper or one with a high bloss and non-absorbent surface is best. Glazed shelf paper is very good. When a painting is dry, it may be pressed on the back with a warm iron.

3. Play dough: Recipe:- 2 cups flour
1 cup salt
2 tablespoons olive oil
food coloring

Add water slowly to make a pliable mixture. Knead above ingred ents and place in plastic bag. This dough, together with materials such as cookie cutters for making a variety of shapes and with buttons for dec rating features, is a fasinating play material.

4. Clay

5. Place mats - use scraps from a plastic fabricating company; cut out placemat with pinking shears and decorate with contact paper.

6. Papier-Mache is a French word meaning "chewed paper" or "pulped paper". To make papier mache, soak old newspapers in water in a non-rusting container.. Reduce paper to pulp by tearing it into bits and by stirring mixture with stick or wooden spoon. Make heavy thick paste with flour, water , and small quantity of salt. Mix paste with paper pulp. Stir until papier-mache begins to feel pliable. It is now ready for use. There will be some skrinkage,. however, as papier mache dries. Use the mixture to model forms, mold over objects for masks, bowls to form elevations on flat services by adding a succession of layers. Paint when dry.

Strip papier-mache - crush or roll newspapers to basic shape desired and tie with string. Wind with torn strips of newspaper dipped into flour and water paste about the consistancy of heavy cream. Shape as strips are added. Strips of paper towel may be added to make white surface for painting.

7. Paper flowers, burlap flowers with button centers.
8. Make vases - cover cans with string and paint, cover with contact paper.
9. Decoupage plaques - sand pieces of scrap lumber, glue picture, varnish. Can use magazine pictures of food to make kitchen plaques.
10. Box tables - place piece of plywood on top of cardboard box and paint or cover with cloth or cover with contact paper.
11. Build a playhouse or tree house.
12. Make stilts - nail blocks to two pieces of 2 x 4 lumber
13. Knitting.
14. Build birdhouse or bird feeder.
15. Waste baskets - cover empty ice cream drums with bits of wallpaper, or pictures from a magazine, or paint.
16. Sewing - make simple garments

17. Nature collage - cover a piece of heavy cardboard (cardboard box) with burlap; glue nature bits (peanut shells, acorns, leaves, nuts, twigs, pebbles, bark, pine needles and cones, wood scraps) varnish over all. Frame pattern with bits of bark.

18. Make blocks

19. Chalks

20. Paints

21. Crayons

22. Problem solving -- let the children hear you think out loud in working with arts and crafts

SUGGESTED LIST
OF SCIENCE ACTIVITIES
FOR YOUNG CHILDREN

A. Activities continuing throughout the year

Keeping pets: Such as rabbits, turtles, guinea pigs, insects, salamanders, canaries, white mice, hen and chickens. Making animal cages, feeding the animals, watching them, listening to them, observing their habits, learning care in handling them, collecting them from the country, buying them from the pet shop.

Keeping an aquarium: Washing sand and pebbles, helping arrange plants, helping carry water, feeding fish (only three times per week), watching fish, observing habits, watching development of tadpoles.

Keeping a terrarium: Collecting plants from woods, filling terrarium with live insects and animals, watching plants grow, watering occasionally.

Caring for house plants: Watering each day, growing slips in cutting pot in sand, caring for bulbs such as paper white narcissus, keeping chart record of growth of bulbs.

Maintaining a nature table: Bringing in interesting objects of nature such as acorns, seeds, flowers, leaves, rocks, birds' nests; watching growth of plants.

Going on excursions: To find nuts, flowers for bouquets, just to explore. (Two walks a week for kindergarten considered the minimum by one science specialist).

Choosing and watching class tree: Watching it drop leaves, observing it under various conditions throughout the year.

Making a museum: For exhibits of rocks, shells, nuts, insects, nests, plants, quills, bark, bones, cotton, wool, fungus growth, gourds.

B. Seasonal activities

<u>Fall</u>

Leaves: Collecting and sorting as to size, shape, etc.; making leaf prints or blue prints; mounting; scuffing, jumping, raking, piling; putting over bulbs for winter protection; using for decoration of room; pressing and pasting in leaf books.

Flowers: Arranging bouquets for room decoration, making weed bouquets, harvesting vegetables or flowers from school garden, having exhibit or vegetables grown in school garden, or of fall wild flowers that may be picked.

Fall insects: Collecting, feeding, observing crickets or grasshoppers.

Making general observations: Leaves falling, insects becoming less abundant, robins disappearing, squirrels storing nuts for winter.

Planting spring bulbs: Preparing soil, choosing bulbs from catalogue.

Seeds: Sorting, blowing in wind, picking from coats or watching how they catch a ride, arranging a seed collection, collecting food for winter birds, making poster showing seeds that fly.

Gathering nuts: Making candy and cookies in which to use them.

Winter

Feeding winter birds: Making feeding tray, watching habits of different birds which come to feeding station, making birds' Christmas tree, making bird houses for spring, finding out what birds come to feeding tray, finding out what to feed them, planting trees and shrubs which will furnish food and shelter for them.

Christmas greens: Arranging mistletoe and holly, observing cones on Christmas tree, smelling balsam, making balsam pillows of needles from Christmas tree, noticing differences between evergreen and deciduous trees.

Snow and ice: Watching snow as it falls, modeling snow man, catching snow flakes on coat sleeve to see form of snowflakes, bringing in ice to watch it melt, playing with sleds, putting dishes of water out to freeze and noticing that ice takes more room than water, melting ice and noticing that it takes heat to melt ice.

Thermometer: Putting thermometer out of doors and comparing it with way it looks indoors, noticing that it goes higher when it is warmer and lower when it is colder, learning to read thermometer.

Wind: Watching what it does to smoke and clothes on the line, flying kites, watching it move clouds in the sky.

Spring

Birds: Watching for robin, bluebird, other birds; keeping record of date when first robin is seen, first bluebird, etc.; putting out short pieces of string or worsted for birds to use in building nests.

Planting and caring for school garden.

Picking flowers for May baskets: Learning to pick only plentiful flowers, learning how to pick flowers, learning not to pick flowers in other people's yards.

Experiments with plants: Planting lima beans or scarlet runner beans and from time to time pulling one plant up to see how it grows; watching sprouted potatoes growing in dark and in light; planting potato cutting with an eye and watching it grow; bringing twigs into room in the early spring and watching them develop; having a bean race, each child having a bean; growing sweet potatoes and carrots in water.

C. Activities connected with physical science

Playing with magnets: Noticing what things magnets will and will not attract, fishing with magnets from boat--catching paper fish with nail put through them to be attracted by magnet.

Sound: Playing on drum; playing treble and base keys of piano; noticing vibrations of strings on piano; striking tumblers filled with varying amounts of water; having band of boxes--hat boxes, oatmeal boxes, etc.; listening to chimes, church bells.

Light: Watching light reflected on ceiling from aquarium, playing with prism hanging in window; looking in mirror, playing with mirror reflecting sunlight, observing variations of shadows at different times of the day, playing shadow tag.

Chemistry: Dissolving things in water--salt, ink; watching salt and crystals form as water is evaporated from salt water.

Electricity: Ringing bell with dry cell connected with key, finding out what makes bell stop ringing; making sparks by shuffling over carpet and touching another child; turning off and on an electric current; experimenting with a flashlight.

Mechanics: Balancing see-saw, playing with blocks, learning balance relations of one block with another, hammering nail to make it go straight, experiments with steam, observing machines in construction--steam shovels, cranes.

Weather: Observing weather--snow, clouds, sleet, frost, fog, hail; keeping record of weather on calendar.

Astronomy: Noticing phases of moon, shadows, the beauty of the stars and that they make pictures in the sky, pricking Big Dipper in end of oatmeal box so that it will show through when held up to the light, looking for sun at various times of the day.

Water: Playing with water, finding out what will float and what will sink, catching steam on glass when water is boiled, observing differences between dew and rain, watching rain wash houses and make rivers in gutter, boiling water and watching it disappear from pan, putting water on floor in sun and shade to see which dries faster.

How To Make A Terrariu..

Use a large glass jar, a fish bowl, aquarium, or any glass box with a lid or piece of glass to go over the top.

Cover the bottom with a layer of gravel to provide drainage. Small pieces of charcoal will help keep it sweet. On top of gravel put soil of the kind found where the plants to be used grow -- as wood soil for wood plants, garden soil for garden plants or sand for a desert terrarium.

In the soil set out the plants. If you are going to put animal life into the terrarium, plants should be used that will provide food for these animals -- For example, for grasshoppers plant corn or oats and let it sprout before putting in the grasshoppers. For toads use garden soil, a dish of water sunken into it with perhaps some stones and a little grass. Snakes like a milk bottle of water. Do not put many kinds of animals in the same terrarium -- rather, have several with different animals in each. Frogs like to eat insects, worms, caterpillars, etc. -- Newts and salamanders can be fed on bits of raw meat, fish, scrambled eggs, worms and insects. Land turtles eat tender plants and berries. Water turtles like meat, earthworms, insects, and small fish. Garter snakes like snails, vegetables, especially lettuce.

Keep the terraruim clean by taking out any uneaten food each day.

How To Make An Aquarium

A container with straight sides is best, although almost any kind can be used for an aquarium. It must be very clean and the sand thoroughly washed. Bacteria may be killed by baking the sand in an oven.

Put enough sand in the bottom to give a good root-hold for the plants. Some good water plants to use are elodea, eelgrass, and water milfoil. Plant these in the sand and anchor them with stones.

If you can get clean pond water or rain water, this is best. If tap water is used it should stand several days before putting it into the aquarium. Let plants take roots before putting in fish, tadpoles, etc.

A good rule is to have one three-inch fish to each gallon of water. Put snails in the aquarium to act as scavengers and keep the container clean. Tadpoles may also be used. If turtles or frogs are put in, you should provide a way for them to come out of the water for air -- a flat piece of wood or a dish turned upside down will do

Do not overfeed the fish, as uneaten food goes to the bottom and sours. Better than artificial food for goldfish and tropicals are oatmeal (cooked), boiled white of egg, liver (cooked), raw or cooked beef, earthworms and flies.

If the aquarium is balanced, the animals and plants will look healthy and the water will be clear. If water is cloudy or milky take fish out, clean the aquarium and change the water -- keeping temperature of water the same. Do not catch fish in the hands -- use a small net or dish.

A sick fish should be put in a solution of salt water -- one teaspoon of salt to a quart of water for several hours.

FOOD REQUIREMENTS OF COMMON ZOO ANIMALS

1. Alligators - raw beef, fish, water, resting place.
2. Baby Squirrel - bread soaked in diluted milk, raw and cooked eggs, shredded wheat and cereals.
3. Box Turtle - bananas, fruit, grasshoppers, raw kidney, worms.
4. Caterpillar - feed leaves from bush found on.
5. Chipmunk - nuts, raw meat, raspberries.
6. Crayfish - keep in enamel dishpan, feed dead plants and animals.
7. Garter Snake - earthworms, live toads and frogs, live fish, draw raw meat on string to attract attention.
8. Green Snake - insects, spiders, try snails, salamanders.
9. Guinea Pig - greens, carrots, apples, shredded wheat, rice and barley soaked in water.
10. Hamster - lettuce, dog biscuit, corn
11. Horned Toad - ants, put outside in cricket cage, put sugar on floor of cage.
12. Katydid - melon,. fruits, lettuce, bread,bone meal; scarlet, black oak, apple, and cherry leaves.
13. Mice - corn, peas, seeds, raw meat, some fruit.
14. Opossum - fresh beef, fish, cheese, milk eggs, minnows, fruits.
15. Praying Mantis - small flies, spiders, leaf hoppers, aphids and plant lice, keep separate as cannibalistic.
16. Rabbit - greens, lawn cuttings, melon rinds, pellets, mash.
17. Raccoon - fresh corn and cabbage, chickens, fish, wild eggs, frogs, fruit, clams.
18. Rat - raw meat, fruits, vegetables, whole grains.
19. Salamanders - earthworms, mealworms, raw beef, insects of water.
20. Toads and Frogs - worms and insects, raw kidney, mealworms.

CHILD'S MEDICAL RECORD
EXAMINATIONS AND RECOMMENDATIONS

Form Ca

Name _____ Birth Date _____

Any Complaint?			
Height			
Weight			
Temperature			
Head Measurement on Infant			
Skin			
Scalp			
Eyes - Pupillary Reaction	Rt. Lft.	Rt. Lft.	Rt. Lft.
Vision Without Glasses			
Vision With Glasses			
Eyegrounds			
Other			
Ears - Otoscopic	Rt. Lft.	Rt. Lft.	Rt. Lft.
Hearing			
Other			
Nose			
Teeth - Number			
Condition			
Occlusion			
Other			
Throat-Pharynx			
Tonsils			
Adenoids			
Glands			
Thyroid			
Chest			
Heart			
Lungs			
Abdomen			
Secondary Sex Characteristics			
Genitals			
Deep Reflexes			
Superficial Reflexes			
Extremities			
Feet			
Spine			
Posture			
Nutrition			
Menstrual History since last visit on adolescent girl			
Signs of Endocrine Imbalance			
Signs of Vasomotor Instability			
Other			
Urinalysis-Color, Reaction, Sp.G. Sugar, Albumin, Micros.			
Blood Pressure			
Blood Hemoglobin, Count, etc.			
Other Tests			
Impression and Advice			
Examining Physician	Dr. Date	Dr. Date	Dr. Date

ISSUED BY CHILD WELFARE LEAGUE OF AMERICA — 100M-6/66

For recording subsequent medical examinations, another form (Cb) may be secured from the Child Welfare League of America.

Form Co—1965

CHILD'S MEDICAL RECORD

Face Sheet

Number_____

Name _____ Sex _____ Date of Birth _____ Nationality / Race of: Father _____ Mother _____

Family History:

	Age	Living	If dead, cause of death
Father			
Mother			
No. of Children			

(Refers to members of family and relatives)

Miscarriages _____

Month _____ Cause _____

Tuberculosis _____

TBC Contacts _____

Allergy _____

Mental Disorder _____

Diabetes _____

Convulsive Disease _____

BIRTH AND DEVELOPMENT

Term _____ Delivery _____

Condition at birth _____ Birth Weight _____

Condition first week _____ Feeding _____

Cyanosis _____ Sat up _____ Stood _____

Convulsions _____ Walked _____ Words _____

Jaundice _____ First tooth _____ Short sentence _____

_____ Bladder _____ Bowel _____

FEEDING HISTORY

Breast _____ Formula _____

Vitamins _____ Soft food _____

Present diet _____ Feeding habits _____

Appetite _____ Likes _____ Dislikes _____

Vomiting _____ Stools _____

Sensitivity _____ Hives _____ Hay Fever _____ Asthma _____

HABITS

Sleep adequate _____ Regular _____ Meals adequate _____

Regular _____ Bowel movement regular _____

Constipated _____ Urination normal _____ Enuresis _____

Nocturnal _____ Diurnal _____

NERVOUS HABITS

Nail biting? _____ Tic? _____ Masturbation? _____

Other? _____

BEHAVIOR

Any special problems? _____

IMMUNIZATIONS AND TESTS

	Dates			Comments
Vaccine				
DPT				
D T				
Diphtheria				
Pertussis				
Tetanus				
Typhoid				
Polio				
Smallpox				
Dick Test				
Tuberculin				
Hemoglobin				
STS				
Stool				
X ray of Chest				

ILLNESSES

Pertussis _____ Other Operations _____

Measles _____ Glands _____

Rubella _____ Rheum. Fever _____

Mumps _____ Otitis _____

Chickenpox _____ Colds _____

Scarlet Fever _____ Tonsillitis _____

Diphtheria _____ Convulsions _____

T & A _____ Constipation _____

Appendix _____ Diarrhea _____

Accidents, Injuries, Operations, or Illnesses other than above

THE STAFF

Violet Heptig....Consumer Counselor
Sarah Stevenson..Housing Supervisor
Barnetta Howze.....Secretary
Verlene Glover....Homemaker Aide/AC
Clara Jackson.....Homemaker Aide/AC
Cora Jackson.....Homemaker Aide/AC
Jannie Melton.....Homemaker Aide/AC

For enrollment or information call
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WOULD YOU LIKE TO BALANCE YOUR BUDGET?
COME VISIT US AND LEARN HOW TO:

A. Plan before you spend your money.
B. Make your money stretch till the end of the week.
C. Watch when you buy on credit.
D. Use bank services
E. Control food and clothing expense.
F. Save money whenever possible.

IF YOU HAVE ANY QUESTIONS, PLEASE CALL.
JOIN US IN OUR WORKSHOPS AND WE TRY TO MAKE THE MOST OF YOUR MONEY.

WOULD YOU LIKE TO REDECORATE YOUR HOME? COME AND LEARN HOW TO MAKE THE FOLLOWING:

Slip covers
Accessories for the home
Draperies
Furniture refinishing
Bedspreads
Reupholstering
Sofa Pillows
Make new furniture from old

A FEW DOLLARS AND PLENTY OF ELBOW GREASE IS ALL IT TAKES.

OBSERVATION GUIDE FOR TWO YEAR OLDS

		DATE	DATE
EMOTIONAL DEVELOPMENT			
Exhibits self-control	Usually Sometimes Seldom		
Displays feelings of security and self-confidence	Usually Sometimes Seldom		
Desires and demands too much attention	Usually Sometimes Seldom		
Is enthusiastic and happy	Usually Sometimes Seldom		
Is overly aggressive	Usually Sometimes Seldom		
Becomes upset if things do not go his way	Usually Sometimes Seldom		
SOCIAL DEVELOPMENT			
Exhibits parallel play	Usually Sometimes Never		
Prefers solitary play or role of spectator	Usually Sometimes Seldom		
Is cooperative and obedient	Willingly With guidance With reluctance		
Shows kindness towards others	Almost always Is improving Needs Help		

(Observation guide for two year olds, cont'd)

		DATE	DATE
WORK HABITS			
Enjoys creative activities	Enthusiastically		
	Sometimes		
	Rarely		
Follows direction	Easily		
	With assistance		
Seems satisfied with art experiences	Usually		
	Sometimes		
	Seldom		
Will assist in clean-up	Usually		
	Willingly		
	With reluctance		
	Not at all		
Able to handle materials such as paints, scissors, paste	Good		
	Fair		
	Poor		
LANGUAGE ARTS			
Vocabulary (young 2 yr.old should have vocabulary of around 2000 words)	Good		
	Fair		
	Poor		
Speaks	Distinctly		
	Indistinctly		
	Very hard to understand		
CONVERSATION			
A. Can carry on conversation of a very short nature	Easily		
	With assistance		
B. Makes silly remarks	Often		
	Sometimes		
	Never		
C. Enjoys talking about pictures	Often		
	Sometimes		
	Never		
D. Enjoys hearing short stories	Often		
	Sometimes		
	Never		

(Observation guide for two year olds, cont'd)

		DATE	DATE
HEALTH and PHYSICAL DEVELOPMENT			
Tires easily	Often		
	Sometimes		
	Rarely		
Capable of caring for physical needs such as toileting, dressing	Nearly always		
	Needs help		
Coordination:			
Hand	Good		
	Fair		
	Poor		
Feet — climbing, jumping, running, walking	Good		
	Fair		
	Poor		
General body coordination	Good		
	Fair		
	Poor		
Enters into active activities more than quiet ones	Usually		
	Sometimes		
	Rarely		
Is able to sit still and be attentive for short periods (a characteristic of a late two year old)	Almost always		
	Sometimes		
	Rarely		

OBSERVATION GUIDE FOR THREE YEAR OLDS

		DATE	DATE
EMOTIONAL DEVELOPMENT			
Exhibits self-control	Usually		
	Sometimes		
	Seldom		
Displays feelings of security and self-confidence	Usually		
	Sometimes		
	Seldom		
Desires and demands too much attention	Usually		
	Sometimes		
	Seldom		
Is enthusiastic and happy	Usually		
	Sometimes		
	Seldom		
Is overly aggressive	Usually		
	Sometimes		
	Seldom		
Becomes upset if things do not go his way	Usually		
	Sometimes		
	Rarely		
SOCIAL DEVELOPMENT			
Can share toys with others	Often		
	Seldom		
	Never		
Respects rights of others	Usually		
	Seldom		
	Occasionally		
	Never		
Takes turns	Willingly		
	With guidance		
	With reluctance		
Enjoys group play	Almost always		
	Rarely		
	Never		
Prefers solitary play or role of spectator	Rarely		
	Sometimes		
	Too often		

(Observation guide for three year olds, cont'd)

		DATE	DATE
SOCIAL DEVELOPMENT, continued			
Is cooperative and obedient	Willingly		
	With guidance		
	With reluctance		
Shows kindness towards others	Almost always		
	Is improving		
	Needs help		
WORK HABITS			
Enjoys creative activities	Enthusiastically		
	Sometimes		
	Rarely		
Follows directions	Easily		
	With assistance		
Neatness and effort put into work	Good		
	Fair		
	Poor		
Will assist in clean-up	Willingly		
	With reluctance		
	Not at all		
Ability to handle materials such as paints, scissors, paste, etc.	Good		
	Fair		
	Poor		
Signs of originality in work	Almost always		
	Occasionally		
	Never		
Can he complete his work by himself?	Generally		
	Sometimes		
	Occasionally		

		DATE	DATE
LANGUAGE ARTS			
Vocabulary	Good		
	Fair		
	Needs improvement		
Speaks	Distinctly		
	Indistinctly		
	Very hard to understand		
CONVERSATION			
a. Can carry on conversation	Easily		
	With assistance		
b. Talks easily but makes foolish statements	Often		
	Sometimes		
	Never		
c. Enjoys hearing stories	Almost always		
	Sometimes		
	Rarely		
HEALTH and PHYSICAL DEVELOPMENT			
Tires easily	Often		
	Sometimes		
	Rarely		
Capable of caring for physical needs such as toileting, dressing	Nearly always		
	Needs help		
Coordination:			
Hand	Good		
	Fair		
	Poor		
Feet -- climbing, jumping, running, walking	Good		
	Fair		
	Poor		
General body coordination	Good		
	Fair		
	Poor		
Enters into active activities more than quiet ones	Usually		
	Sometimes		
	Rarely		
Is able to sit still and be attentive	Almost always		
	Sometimes		
	Rarely		

OBSERVATION GUIDE FOR FOUR AND FIVE YEAR OLDS

COMMENTS: DATE DATE

I. BOOKS

1. Likes to look at books
2. Handles books with care
3. Reads stories from pictures
4. Interprets stories
5. Good listening vocabulary
6. Listens in story telling
7. Brings books to school
8. Answers questions concerning stories
9. Sees humor, sadness, etc. in stories

II. SOCIAL and EMOTIONAL MATURITY

1. Mixes with group
2. Plays with a variety of children
3. Works independently
4. Talks to teachers
5. Contributes freely in discussions
6. Good follower in games
7. Plays in dramatic activity groups
8. Shares experiences
9. Handles himself well on trips
10. Ready to experiement
11. Listens while others are talking
12. Respects adults as friends
13. Shares equipment
14. Loses with grace
15. Selects own job
16. Follows simple directions
17. Picks up after own work
18. Listens and follows in discipline

III. PHYSICAL MATURITY COMMENTS: DATE DATE

1. Relaxes at rest
2. Climbs up jungle gym
3. Catches ball
4. Skips
5. Gallops
6. Runs with coordination
7. Swings
8. Slides
9. Skill with paint brush
10. Skill with clay
11. Skill with scissors
12. Uses hammer or saw
13. Uses large blocks
14. Colors with care
15. Distinguishes sounds
16. Pitch (high or low)
17. Tune (fast or slow)
18. Tune (loud or quiet)
19. Recognize different rhythms
20. Experiments in sand and water play
21. Completes puzzles
22. Enjoys finger paint
23. Plays quiet games

(Observation guide for four and five year olds, cont'd)

IV. MENTAL MATURITY

COMMENTS: DATE DATE

1. Recognizes color
2. Recognizes different sizes
3. Recognizes different shapes
4. Tells a story in sentences
5. Speaks in a clear voice
6. Questions, (why is it so)
7. Alert in discussions
8. Counts children, days, etc.
9. Notices details in classroom
10. Finishes work
11. Concentrates on job
12. Uses own imagination
13. Follows through plans
* 14. Reads own name
* 15. Writes name

* Not applicable to four year olds